R E P O R T R E S U M E S

ED 020 807 RC 000 139

HOME EDUCATION LIVELIHOOD PROGRAM IN NEW MEXICO FOR UNDEREMPLOYED SEASONAL AGRICULTURE WORKERS.

HOME EDUC. LIVELIHOOD PROGRAM, ALBUQUERQUE, N.MEX.

REPORT NUMBER GNM-8523 PUB DATE DEC 65

EDRS PRICE MF-$0.25 HC-$1.48 35P.

DESCRIPTORS- *ADULT EDUCATION, *AGRICULTURAL LABORERS, AMERICAN INDIANS, BASIC SKILLS, COMMUNITY DEVELOPMENT, DAY CARE SERVICES, *ECONOMIC DISADVANTAGEMENT, EDUCATION SERVICE CENTERS, *FAMILY (SOCIOLOGICAL UNIT), MEXICAN AMERICANS, MIGRANTS, MIGRATION PATTERNS, MIGRANT CHILDREN, POVERTY PROGRAMS, REMEDIAL INSTRUCTION, SPANISH AMERICANS, *VOCATIONAL EDUCATION,

THE HOME EDUCATION LIVELIHOOD PROGRAM (HELP) IN NEW MEXICO PROVIDES EDUCATIONAL OPPORTUNITIES TO ECONOMICALLY DISADVANTAGED SPANISH AMERICAN AND MEXICAN AMERICAN AGRICULTURAL WORKERS. THE BASIS OF THE HELP PROGRAM IS ADULT AND FAMILY EDUCATION INCLUDING BASIC CHILD CARE AND REMEDIAL INSTRUCTION. HELP PRODUCES SOME OF ITS OWN INSTRUCTIONAL MATERIALS GEARED FOR ADULT EDUCATION USES. COMMUNITY EDUCATION CENTERS PROVIDE BASIC EDUCATION CLASSES, HOME ECONOMICS AND MANUAL SKILLS INSTRUCTION, DAY CARE SERVICES, AND HOT LUNCH PROGRAMS. REMAINING FUTURE AREAS OF NEED IN NEW MEXICO INCLUDE DEVELOPMENT OF VOCATIONAL TRAINING SKILLS, AGRICULTURAL COOPERATIVES, AND BUSINESS ENTERPRISES IN UNDERDEVELOPED COMMUNITIES. (JEH)

ED020807

HOME EDUCATION LIVELIHOOD PROGRAM

ALFRED M. POTTS, 2d

IN NEW MEXICO

FOR UNDEREMPLOYED SEASONAL AGRICULTURE WORKERS

DECEMBER 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HOME EDUCATION LIVELIHOOD PROGRAM

in

New Mexico

for

UNDEREMPLOYED SEASONAL AGRICULTURAL WORKERS

an

Agency

of

THE NEW MEXICO COUNCIL OF CHURCHES

under

Grant New Mexico 8523

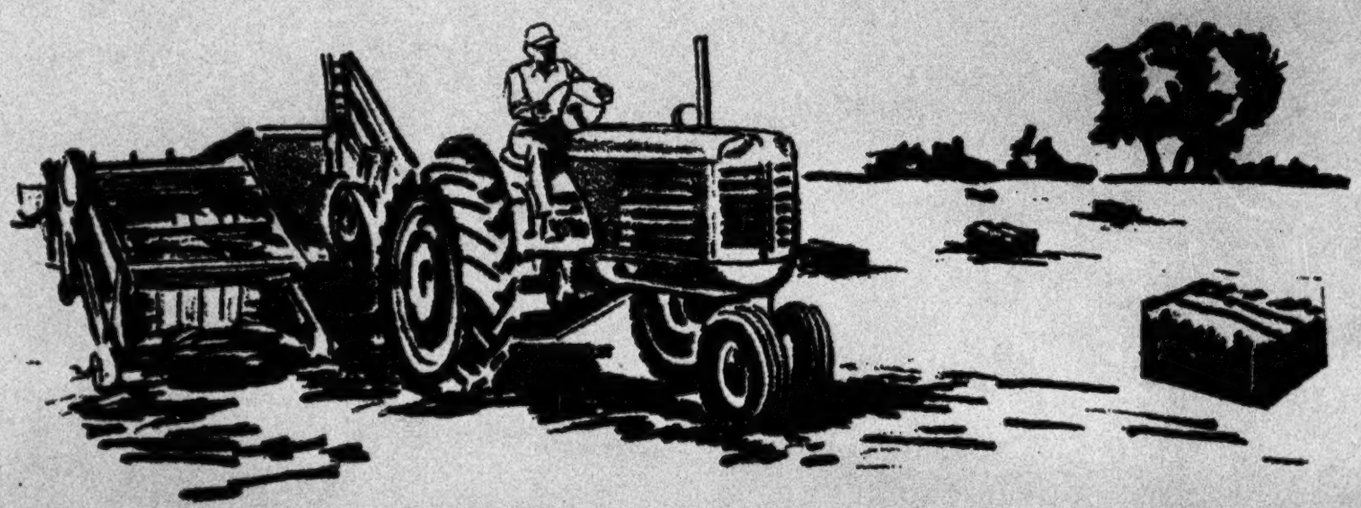
from

Office of Economic Opportunity

ALFRED M. POTTS, Jr.

TABLE OF CONTENTS

		Page
Home Education Livelihood Program		1
Multipurpose Community Centers Concept		1
Out-Migrants From Northern New Mexico		2
Ex-Migrants Settled out of the Migrant Stream		4
In-Migrants from Raymondsville, Texas		4
Within State Migration to Broomcorn by Indians		4
VISTA Participation		5
Request for Self-Help Housing		5
Some Problems Encountered		6
HELP Through Education:		8
Cooperation and Counsel with other Federal and State Agencies		10
Use of State Educational Institutions and other Private Educational Corporations		10
Curriculum and Curriculum Development		11
Testing, Measurement, and Guidance Counseling		12
Staff, Teacher Preparation and Support		12
Day-Care, Childhood Education, and Remedial Education		13
Recreation and Summer Program		14
Center Libraries		14
The Center Program		15
Some Unfolding Opportunities in Education		16
Future Needs in New Mexico:		18
Agricultural Cooperatives		19
Development of Business Enterprises		19
Legal Service Needs		20
An Experiment in Economic and Social Development		20
Organization Chart for HELP	Appendix	A
Tabulation of Community Centers & Their Programs	Appendix	B
Map of New Mexico Showing Centers, Areas & USAW Distribution	Appendix	C
Underemployed Seasonal Agricultural Worker and Migration Patterns in New Mexico	Appendix	D
History of Migrant Ministry - HELP	Appendix	E
Board of Trustees of HELP	Appendix	F
HELP Staff	Appendix	G



HOME EDUCATION LIVELIHOOD PROGRAM (HELP) in New Mexico for Underemployed Seasonal Agricultural Workers (USAW) is a non-profit corporation serving as an agency of the New Mexico Council of Churches including the Roman Catholic Archdiocese of Santa Fe and affiliated Catholic Dioceses serving New Mexico and is the fruitful result of more than 10 years of work and service of the United Church Women of New Mexico.

The first part of our proposal covered administration and totaled $120,587.00. A second part originally covered adult and family education and totaled $1,239,726.00 The third part for child education was not approved and we therefore submitted a revision of the adult and family section to include our basic child care and remedial education work. This revision was approved by Washington on September 3, 1965, and the grant and grant funds described above now cover family education beginning with the tiniest tot through the entire family age range. Child care is confined basically to those cases where mothers are either working in agriculture or in class.

The Home Education Livelihood Program is built on the concept that the home is the focal point of the economically deprived in New Mexico. All members of the family not only share the needs but must participate wholeheartedly together in any advancement. It has been demonstrated conclusively that where parents have been drop-outs the percentage of drop-outs within their children are higher, etc. The HELP program has demonstrated that where parents attend classes their children are more interested in studying and doing remedial work. We believe that the true bridge between economic and cultural needs of the home and a better economic livelihood is education. We grouped the elements of our program in the order of Home-Education-Livelihood, hoping that all members of the family or home will move through education to a better livelihood potential.

MULTIPURPOSE COMMUNITY CENTERS CONCEPT

Both the Mexican-American in the southern part of the state and the Spanish-American in the northern part of the state are traditionally family centered and the family group has always been a tightly knit unit. Conversely, neither group is community oriented except in the sense of communities which are totally related family units in the north and some in the south where several family members migrated together in the past and settled-out of the migrant stream in the same locality. The vast majority of underemployed seasonal agricultural workers in New Mexico have never had a true sense of community. Therefore, the concept of a multipurpose community education center is much more significant in the life of these people than purely providing school or academic work.

It is hoped that participation in the community center activities will be a progressive development through original academic and related education to wider education in community participation, service and development. As local community committees are organized they are being urged to provide building facilities wherever possible that will become permanent facilities for the community. During the early months of organization we were not always successful in instilling in the minds of the community center committees that they are the functional unit of the community center direction to the fullest extent possible under the provisions of the program. However, it was not so much the principle that such committees were not involved in definition of objectives and budget preparation as it was the fact that even at the center director's level very little experience was available for this development. Now that budgets have been developed and objectives have been defined we are insisting that all center committees assume a greater role in community center direction including submitting or revising budgets and supervising operations within these budgets.

OUT-MIGRANTS FROM NORTHERN NEW MEXICO

Most problems vary throughout the state. Both housing and literacy problems differ in the Northern part of New Mexico, north of Highway 66, from those in the southern part of the state. The home based migrants in Northern New Mexico are largely Spanish-American decendants of the original landowners who often had 2 to 3 hundred years ancestrial history in this area. Certain living and family patterns cannot be ignored. As they gradually lost their holdings in land, herds and flocks they were reduced to a very small quantity of land. These usually border the river or water source with "run of stream" irrigation. This irrigation water is not stable during the summer and fall. As their families increased they subdivided their landholdings into even smaller plots so that many of these home-based people live on small farms containing as little as one acre and infrequently more than 10 acres. This forced them to secure supplemental wages by any possible means. About the only qualifications they had were for farm work so the tendency has grown up for the families to out-migrate. They prefer the pattern of taking the entire family because both the father and mother and some of the older children can usually work and this also maintains the family unit. In order to keep seasonal crops in production on their own land all members of a particular family or community do not out-migrate. Some family members remain at home to cultivate not only their own land during the season but to take care of that of their relatives or friends. We make no effort to distinguish between those who actually leave home and those seasonal underemployed and underpaid agricultural workers who remain at home

during the season to eke out a small existence on their land supplemented by small wages for caring for other people's land or crops.

The housing for these people is relatively better in this home-base area than in the southern part of the state for several reasons: First, of course, they own the land and they have owned the property and the buildings in many instances for a long period of time. If they built semi-recently, they had little money but nevertheless had very low construction cost because of the application of their own or relative's labor. Historically, personal pride has resulted in better housing here than would normally be obtained by people of such low economic base. Likewise, materials are cheaper in the northern area because of the heavy use of stone, adobe and timber locally available at little or no cost except a high amount of labor. Until recent years however, there has been a great lack of electricity, water, plumbing and sanitation. Electricity came earliest through REA. There remains a serious lack of sanitation and water facilities. In terms of education, these out-migrants also differ slightly from the USAW ex-migrants settled out of the stream in the southern part of the state. They usually availed themselves of the educational facilities available although there certainly were a large number of drop-outs even in this area. Rural school facilities were usually limited to the 6th, 7th and 8th grades as the highest available grade and attainment tended to remain below this level. Also, schools were either not open for nine (9) months or not attended by the individual for nine (9) months due to out-migration or adverse weather and road conditions. In many of the small communities schools were quite poor, the funds for school purposes were exceedingly low and the qualifications for the teachers were not always of the highest with the result that facilities that were available were frequently sub-standard. With the advent of the consolidated schools and available transportation facilities in many of these same areas the school systems themselves have improved. However, availability often has not changed because outlying families in sub-communities cannot consistently attend school in the winter time because of bad roads and they are, of course, deprived of education during the last half of April and the month of May and the first month or month and one-half of fall school because of out-migration. The normal level of education or literacy may be considered somewhere between the 6th and 7th grade in the north.

EX-MIGRANTS SETTLED OUT OF THE MIGRANT STREAM

South of highway 66 in almost all farming communities large numbers of Ex-Migrants have settled out of the migrant streams in small squatter shacks made of tin, crating and tar paper with little or no water supply or sanitation. Education levels tend to be 2 or 3 grades lower than those in the north and they tend to know even less English than the northern Spanish-Americans. Employment is limited almost entirely to local and seasonal farm work at very low rates. Large concentrations of these populations occur around the irrigated valleys served by storage on the Pecos, Canadian and Rio Grande Rivers as well as around farming areas served by irrigation pumping. At least weather conditions are far more mild in the Winter in most of these southern areas than is true in the north.

IN-MIGRANTS FROM RAYMONDSVILLE, TEXAS

In past years from 1000 to 1500 individuals come to Dona Ana County (both north of and south of Las Cruces) in June for the onion harvest. Until last year they usually moved on to crops in Texas in July and returned for the second onion crop in August. In 1965 most of them layed over in Dona Ana County without employment in July because they lacked assurances of employment elsewhere and their income was lessened accordingly. Children from age 6 upward harvest onions;so not only are the younger family members left in poor camp conditions,but school age children can be taught remedial grade work only at night. Our program in 1965 was too meagre but will be professional this year.

WITHIN STATE MIGRATION TO BROOMCORN

Navajo and Apache Indians and their families from northwestern New Mexico go to Portales, San Jon, Logan and Clayton for broomcorn harvest in September and October. We had a limited but quite effective program in San Jon. The effort at Portales was totally inadequate. We will have strong programs this year at both locations. Definite plans have not been made for programs at Clayton and Logan but will be investigated before next September.

VISTA PARTICIPATION

The first group of VISTAS were assigned to New Mexico in August from a training camp in Monte Vista, Colorado, and the total number of VISTAS has varied from time to time because of re-assignments, resignations, etc., and on December 31st, total strength of VISTAS stood at thirty-seven. The VISTAS have served in a variety of ways. Basically those in the north have served more nearly as we had originally intended as community development people and have in several instances, worked closely with developing CAP committees and with school systems. Also they have been preliminary organizers to establish center operations. At San Jon and Portales they were invaluable in helping with the Navajo within-state migration to broomcorn. In the Pecos and Rio Grande Valleys they have usually supplemented the work of the community centers. In some instances they were ahead of the organization of the centers but most of the time supplemented the staff functions in terms of relating to individuals among the poor within the communities. In several instances the VISTAS have been the first people to get adult literacy classes started, even in terms of doing some of the preliminary teaching until some teachers were found and the size of classes determined.

Although the picture that has been painted seems to be a bright one, there were some pitfalls which were not foreseen. It was unfortunate that during the initial month of the HELP project some thirty-five volunteers were assigned to work for us. The problems of initiating our program interfered with our ability to make greater use of the valuable skills of these people. Yet, their being available gave some initial thrust to HELP. Better planning since then has assured better initial experience for these VISTAS.

A second related problem results from financial limitations in our not being able to provide suitable transportation. We have as yet found no suitable solution although the use of G.S.A. vehicles has helped in several instances.

SELF-HELP HOUSING PROPOSAL

We are requesting approval for a grant of approximately $275,000 for an experimental project to improve approximately 200 homes for USAWs and approximately 30 new homes. The grant will be used entirely for materials, all labor will be pooled and donated. Provisions are being made to prohibit perpetuation of shacks and shanties. Water supply, plumbing and additional rooms will be emphasized. Selection and controls will be performed by existing local

committees and to the extent possible approximately 10 homes will be selected in each of the communities now being served by our Community Centers. If this project proves successful we expect to enlarge the scope next year.

SOME PROBLEMS ENCOUNTERED

Early problems developed in renovating former school buildings to meet the standards for a public building as required by state law. Buildings were sound structurally but they had deteriorated to such a point that complete modification was extensive and costly. In the midst of renovation we conducted child care and education in English for grade 1 through 4 in the Vado Center for children of the in-migrants from Raymondsville, Texas, who were in the vicinity harvesting onion during the month of August. This was not a comprehensive program because time was insufficient for preparation of staff, facilities and media. At least the children will have a sense of finding this a better place to come to next year than they had encountered in former years.

During August in the Mora Valley remedial education for grades 1 through 4 was conducted in the public schools of that county by HELP for approximately 450 children. They had out-migrated and missed school the last half of April and the month of May and would probably miss September and October because of the fall migration to the potato harvest. This program also lacked sufficient preparation but had greater depth in education than the program at Vado. Beginning in the month of September and progressively through the fall of 1965 child care centers were established, staffed and licensed at Dexter, Hagerman, Lake Arthur, Loving, Vado and Portales. These centers allowed the mothers to work in the cotton harvest and to attend classes of literacy in the evenings. Simultaneously adult education was started in these centers although the pattern was not completely uniform. This includes, sewing, cooking, adult classes in English and woodworking.

From the very outset the most difficult problem was recruitment of qualified employees. This was least difficult in Pecos Valley. Of course part of the difficulty is that few have experience in community development and in the type of education provided in multiple purpose community centers. Little experience was available to guide us in establishing job descriptions and setting qualifications for experienced people. The fact that such a new

program might have a short life has made it difficult to attract career-oriented employees. However, there is a bright side to this picture and that is that many people have responded well to performing in areas of community development, community and center organization and education, without obvious experience or educational backgrounds. This has been especially true of representatives of the indigent communities. However, we did not utilize indigents to the extent that will be possible in the months immediately following January, 1966. The reason was because they had no obvious experience or education and until patterns of both education and community development were established it was difficult to know where many of these people could fit. Our plan to increase the use of indigents sharply will not lower the professional aspects of our program. We believe we did a much better job of involving indigents on a voluntary basis in committee organization than we did in actual employment of indigents or the use of training stipends. Most community center committees have opposed use of training stipends. This is positive rather than negative because it established a certain integrity in the program that has prevented any assumptions by the public or possible participants that it is either a "give-away" or "make-work" project of any type. Another reason for not involving more of the indigents on any level has been that there was a real danger of preventing employment of the underemployed seasonal workers in the south engaged in cotton and other harvest crops and the out-migrants in the north. Had we stressed involvement in classes too heavily or competed with wages by pushing training stipends we might have been in real danger of preventing these people from securing the maximum available employment this fall which was one of the only two times in the year when employment can be secured. Nevertheless, we had amazing participation in the night classes on literacy in the south at the same time that they were picking cotton all day.

The State Program Director visited one center where adult classes were attended by 59 adults and 47 of these had picked cotton all day. Incidentally, cotton picking has become even less profitable with the advent of machines because where once they could pick standing cotton and hope to have a reasonable volume at the end of the day they are now engaged in following the cotton picking machines and it is very difficult to earn more than $5.00 per day "gleaning" where $10.00 was possible formerly.

HELP THROUGH EDUCATION

"...a lady for the first time in forty-eight years became thrilled and showed happy emotion that she could complete a W-2 Form without having to depend on someone to read every line to her and tell her what all the words meant.

"The thrill of this momentous achievement on her part and mine, came when she told me, 'Mr. Sosa, I am no longer an X, I am Mrs. Rosa Salas now.'"

"Another expression of gratitude came my way when Mr. Claudell Parsons, a thirty-six year old man, who had been turned away from school in his youth because of his speech impediment and because his family was always on the move, showed me a letter that he had written his brother who is stationed with the Navy in Hawaii. This letter, though it did show fault in grammatical expression, gave Mr. Parsons and his family pride to be able to write a letter for the first time in his life.

"Mr. Parson's father told me how much the writing of this simple letter had meant to his son. He said that it made him very happy to know that someone else also cared that his son could develop some basic skills and do some of the things so many people take for granted.

"Mr. Parson's father also told me that his son had been cheated out of money so many times when he went shopping that if I could only teach him how to count and know the meaning of small denominations of money so Claudell would know how to receive change, he would be most grateful."

"I have noticed improvement since our classes in woodworking and homemaking were started in the area of personal grooming. The students' clothing is inexpensive and for the most part work clothing, but it is clean and mended. I feel that the adults have shown by this clean, well-groomed appearance, that they are proud of their accomplishments and do care how they appear to others."

Education has frequently been described as involving change. This change can occur in things such as appearance, learning a new skill, attitude, and even style of life. While the student moves through these changes, many internal turmoils

take place and the stress of change is often noticeable. Teachers plan situations and experiences in which these changes are instituted. They support the students in their transforming experiences and encourage the growth or relearning which is taking place.

In the Home Education Livelihood Program evidences of change like those reported and many others are coming to light. These are quoted from teacher reports from Instructors in Community Centers, which operate under the authority of the Home Education Livelihood Program. Many similar accounts could be related. Although the program is still comparatively young, and much retooling and experimentation is anticipated, the concept that education can help persons on a road out of poverty is being demonstrated.

The Home Education Livelihood Program took as its initial task the assignment of pre-vocational education of the adults and their families within the classification of under-employed agricultural workers in the state of New Mexico. The staff and Board of this program defined pre-vocational education to include that which is generally known as basic education in the fields of spoken English facility, literacy education, reading comprehension, remedial education, citizenship, and instruction in acquisition of manipulative skills and functional civic abilities. The emphasis upon pre-vocational education was selected because of the known need of this population to begin at this basic level. After some of the Centers were opened and "registration" for classes was held and the student achievement level was determined, confirmation of this starting-point with basic education was upheld. A suprising number in the several communities spontaneously appeared at the Centers requesting help in learning life's basic skills. More than once the request was beyond our ability to supply, and often emergency measures had to be taken to answer the need. The program is not too proud of some of its emergency actions. However, some have proven to be good examples of informal, creative education such as this program requires.

The student drop-out problem has been slight. This, too, has been surprising in the light of the fact that much of this learning has been difficult for most of the students and that most of the groups meet in the evening after a work-day in the field or at home. For instance, in Dexter the polling of one class revealed that 47 out of 59 students had worked in the field that day. The need for additional classes continues to grow. Ideas for different types of classes not

originally envisioned, such as adult driver training, heavy machine operators training, shoe repair, social studies, family recreation, child day camping, flagstone construction, meat cutting, literature, and others are being received from Community Center Committees and Coordinators. While not now directly a part of the program, it is anticipated that vocational guidance and training will become a major effort of the program as "village industry" programs are developed and as re-training for known job markets is inaugurated.

The educational program of this subject has taken many avenues. To certify that the program will be responsible and quality education will be offered, various phases have been introduced into the program to give it direction and frequent re-evaluation and enrichment.

Cooperation and Counsel with Other Federal and State Agencies. From the outset this program has sought cooperation and counsel with the existing Federal and State agencies. The resources of these already existing programs can be drawn upon, and the research and experimentation which they have conducted can be invaluable to the operation of this program. Thus far, working relationships have been established between the HELP organization and the State Office of Adult Education, the State Office of Health, Education and Welfare, the State Office of Public Health, the State Office of the Employment Securities Commission and its offices, the Agricultural Rural Administration and Small Communities Office, the Bureau of Business and Economic Research, and the Federal and State Credit Union offices. From these agencies counsel is sought on the direction various programs shall take, and materials for class use are either obtained or adapted to meet our particular needs. In certain cases the HELP organization has served as a coordinating agency between existing programs and has been welcomed in this role in the mobilization of resources to underprivileged communities.

Use of State Educational Institutions and Other Private Educational Corporations. The five major state universities and three private colleges in the state provide opportunity for program development for the Home Education Livelihood Program. The universities have been particularly concerned about the conditions and lack of opportunity of the vast poverty population within the state of New Mexico. Studies

which have already been made and experts in the field are readily available to the HELP organization. Equally important is the counsel and actual participation of University faculty members in the development of educational standards, curriculum, and teacher development. New Mexico has also become one of the major national centers for the development of Programmed Education. Through the several private corporations, such as Education Research Associates of Albuquerque and Learning Machines Incorporated of Portales, programs and materials suitable for our teaching needs are available or can be developed. The same program enrichment is under investigation through existing resources available from perception laboratores, audio-visual centers, reading centers, skill tool companies, Extension Agencies, other universities, and the like.

Curriculum and Curriculum Development. Evaluation of previous programs of this nature revealed that one major failure of past experiences has been due to the lack of adequate or appropriate course outlines and teaching material. Recently the waste land of materials in the field of basic adult education has been amended. There are several good teaching and enrichment materials available at fair prices. It is inevitable that more quality materials in the fields in which the Economic Opportunity Program is engaged will be produced by reputable publishers. Some adaptation for cultural relevance is required. In addition, to date, little or nothing is available in the field of teaching very basic spoken facility to persons who are functionally illiterate in two languages. This requires teaching in confident use of English in everyday situations and the acquiring of ability to converse and understand English as a second language. In order to resolve this problem, the HELP organization has undertaken production of distinctly adult materials for teaching spoken English, basic sentence patterns, writing, numbers concepts, language arts, and elementary reading comprehension. These materials have undergone field testing and are undergoing re-evaluation and revision by the Instructors and Education Staff. Likewise, materials are being produced which endeavor to develop subjects particularly important to participants of the Program such as water rights, small farm management, fruit growing and packing, simple clothing alteration, home improvement, job application, New Mexico history and the like. Materials that are written and produced by the HELP organization

seek to use cultural situations which are within the experience of the students and which take into account the language level and reading comprehension abilities.

Testing, Measurement, and Guidance Counseling. Achievement levels of students both prior to class enrollment and during advancement of necessity must be tested and evaluated in order to assure responsible education in the HELP program. Equally important is the frequent evaluation of program and program material in use throughout the Centers. In order to provide accurate feed-back and to offer creditable and non-threatening student evaluation, the educational program of HELP is at work with the state universities and through its own staff to develop tests and measurements which meet these requirements. In the same way, vocational testing and guidance will be offered to program participants. At present, this service is offered through the area and local offices of Employment Securities on a referral basis from HELP Center staff. As requirements enlarge HELP staff will be selected and trained for vocational testing and guidance. Additional measurements in fields of special research will also become the responsibility of this staff and will include evaluation of existing studies as well as performing research on attitude variations, psycho-socio implications of changing value systems and acculturation, styles of village industry, innovative labor and product markets,cultural handicaps in present school systems, effective childhood education, and others.

Staff, Teacher Preparation and Support. The Home Education Livelihood Program is committed to employment and development of leadership of the indigent professional and non-professional. In many cases these persons have been unemployed for a long period of time or have never been employed in the educational field. The necessity of teacher development in pedagogy, human development, and manipulative skills is acute and in need of constant maintenance. Persons who have lived in the community in which the agricultural workers live have attributes and an already established rapport with the community. Training in the field of education (or any other such field) can be accomplished through intensive support programs. The educational staff of the HELP organization is at work through the consultative services of University educators and cooperative efforts with other O.E.O. grantees. The HELP Program has also employed a number of professional

instructors on a part-time basis who are presently also teaching in the public school systems in or near the communities where the Centers are located. These teachers and other qualified unemployed public school teachers are equally in need of teacher preparation and support. Most often they have little or no adult education experience. Very often they have had only a minimal amount of in-service training. The same intensive support program for these staff persons and all volunteer workers is a vital part of the Program. At present, due to the on-going nature of the Program and the vast distances across the state of New Mexico, it has become evident that localized, short-term teacher development events need to be conducted. This, of course, calls for extensive travel and numerous staff or consultant assignments. It does allow very individualistic servicing and assurance that the greatest number of the staff will be reached.

Day-Care, Childhood Education, and Remedial Education. The Home Education Livelihood Program submission anticipated that an equal need of the agricultural worker's educational necessity would be child day-care and supplemental education for children and adults. When the workers are in the field, infants and small children are often taken to wait under the wagons until the day's work is done. Older children and youth are usually working in the field along side the adults. For many of these persons, the time of employment is during the summer and through the fall. This coincides with the early months of the opening of public school. For some families the same migration to the fields occurs in the spring, during the closing months of the school year. In addition, most homes from which these children and youth come consist of two or three rooms. Most generally there are no study places, no time or ability for home tutoring, no educational toys, and no opportunity to receive the usual community resources which most families enjoy. HELP's day-care program provides guided childhood education in certified Centers under specially trained leadership. Often this program is conducted while the adults are involved in their classes, and while the school age children attend remedial tutoring classes. At other times the day-care is provided while the parents are working in the field; this is a more desirable option than leaving the little children in a truck or under a wagon or on an irrigation ditch all day. More and more it becomes evident that this program is deeply needed and that potentials for teaching

wholesome child experiences, preparation for institutional life, and elementary basic education are valid. For the school age child tutorial work can be offered as extensively as staff, materials, space, and training can be provided.

Recreation and Summer Program. An acute community need in most of the population pockets where the seasonal agricultural worker lives is opportunity for recreation and guided group activities. Parks are non-existent. Playgrounds exist where the public school in the community is still in use. Little or no adult recreation is provided, and few group experiences are available. To answer some of these conditions the Home Education Livelihood Program is currently embarking on recreation programs for school age children in three areas of the state. The programs will also utilize non-professional indigent leadership, who will undergo training in group activities, skill games, supervision and human behavior. These Winter and Spring programs hopefully will develop into more extensive summer programs and adult programs. It is anticipated that children's day and resident camping will be developed, and through volunteer services of University student work groups various youth and adult summer time recreation programs will be conducted. In most cases these activities have been common place only to the average citizen, but for these under-privileged persons, such things as movies, square dancing, talent shows, baseball, horseshoe, volleyball, and hobby clubs are not customary. Through these group activities (as in all the class experiences) some experience is being provided for breaking down hostilities and fostering opportunity for learning group participation. Both of these characteristics, though subtle are extremely problematic for the seasonal agricultural worker living in New Mexican small communities.

Center Libraries. Another severe community need, which as the HELP program unfolds, will become increasingly evident is the need for adequate information and enrichment materials readily available to community members. The few community libraries which do exist are not frequented by those coming to HELP centers since they are not known to the illiterate and often are considered awesome to the indigent population. The fact remains that few communities have library service. In this light, the HELP center in the community could play a dual role as school and library. Even those teaching in the program must depend upon their own resourcefulness for

resource books and have only a limited number of materials to supply students for extra home study and enrichment pursuits. Some efforts have been made by the Centers to obtain donated books and magazines for a Center Library. Many additional books and specially selected magazines are needed.

The Center Program. Elsewhere in this booklet the Center concept was developed. Since education is one of the major functions of the center it is important to describe the variety of educational programs offered in the several Centers. Each Community Center Committee and Community Coordinator conceive that the program offered from the Center is determined largely by community needs and changing community needs. There is no stereotyped Center pattern, although some similarities do occur due to the homogeneousness of the persons in these communities. In size of program, there are generally three types of Centers. Where complete programs are needed, the Center will consist of staff and facilities for basic education, a foods laboratory, a sewing center, a wood working shop, a day-care center and food preparation galley, a library space, an office space, public lavatories, and storage. Due to the fact that most buildings in these communities do not provide adequate space for all these facilities to be housed under one roof several buildings may be used for a complete Center. In most cases some remodeling has been necessary to meet standards for these facilities. In addition some shed for teaching welding and a rented garage for teaching auto repair becomes part of the complex. Child Care centers are contemplated only where essential to allow mothers to work in agriculture or to attend classes. The state requirements for day-care centers is to provide at least two rooms to separate the infants from the toddlers and other pre-schoolers. If school age children are included, an additional room is required. In cases where this much space is not available, infants and toddlers are kept in homes under supervised care with no more than five in each home. In some Centers hot lunches are served the children on a cost-free basis. Centers conducting day-care programs also provide outdoor play areas and outdoor play equipment. For other centers, the adult education is conducted in the public school during evening hours. These Centers provide staff and facilities only for the areas which are deemed of interest to the community. These will vary from a sewing center to a wood-working shop or both. Most often various specialized fields like arts and crafts, welding, or flagstone construction will be

taught in a place outside the Center. In some communities a Center will begin with only one type of class based upon established need. In one case, for instance, welding will be the sole curriculum (with literacy always built into the curriculum) and in the Hondo Valley woodworking for home repair will occupy the major emphasis at the outset. One additional type of program exists, which the Program has labeled a Center Satellite. The Satellite operates under the supervision of the primary center and in the general geographical proximity. It is operated as an inroad into a community where the citizens are not likely to travel to the community where the Center is located. Most often literacy, limited child care, recreation, and some manipulative skill education are offered. The staff for the Satellite usually come from the primary center or are "moonlighters" from within the community.

Some unfolding opportunities in Education. The pattern of our educational task is far from fully developed. Increased experience and insight into the psycho-socio situations in which we are at work reveal creative patterns by which the program may be expanded or transformed. Some of these innovative patterns are described here:

1. Increased use of multi-media and programmed education material. The students in our Centers are far more motivated by pictorial and audio-visual education than the sophisticated middle-class population. These methods are fully certified in rapid and high-retention learning capacity. Carefully prepared materials and selected equipment should yield very significant results.

2. Serving to stimulate activities by public school systems to use HELP Centers and to establish State-wide adult education programs to provide basic, intermediate and advanced education on an accelerated basis with special attention to the problems of farm workers. Through the experiences gained the HELP organization will be in a strategic position to work closely with public school officials, universities, and other Community Action Programs to devise and put into effect an adult education program that will meet the most acute need in this State, and will

serve as a possible nation-wide pattern for accredited education. This can also lead to new development in adult education on a university level, and can call for new patterns in small college education.

3. Pre-School Education and Tutorial Programs. Reference has been made to this opportunity elsewhere in the booklet. Suffice to say that the need is increasingly evolving and due to the fact that Headstart programs have failed to get underway or are not anticipated in certain areas of the state; the work which HELP could do in constructive pre-school education and remedial work is extensive.

4. Expanded use of mobile units for such activities as: Traveling literacy laboratories, traveling libraries, audio-visual units, sight and hearing educational clinics, and recreation centers.

5. Introduction in Center programs of diagnosis, treatment and referral of emotional and mental disorders in children, youth and adults. Introduction of family therapy clinics. The New Mexico Division of Mental Health is vitally interested in these aspects of the Program.

6. Establish and produce a magazine for seasonal agricultural workers written at their general level of reading comprehension and carrying articles of interest to their environment, culture, and information on various hints in manipulative skills. News of the world, state, and agricultural situation would appear.

7. Use of field trips for children and adults to many places these persons have not had opportunity to know. In these trips cultural appreciation, various vocational interests, CIVIC RESPONSIBILITY, and expanding world-view can be stimulated. Transportation and educational supervision become vital for the effective working of this Program.

FUTURE NEEDS IN NEW MEXICO

Every program which merits existence must necesarily make plans based on idealized expectations. In this program the aim is to help people to a more substantial and self enhancing life.

Among the most important and perhaps most attainable outcomes of the HELP project will be the development of indigenous leadership. The Community Center concept provides an excellent vehicle within which local indigenous leadership can be identified and stimulated so that these people not only will participate in but materially influence, and perhaps lead, in the community decision making process. Among many of the farm workers there is an almost total absence of leadership structure involved in the community decision making process but leadership does exist within the farm worker groups. Through the operation of local steering committees both the scope and method of the local leadership will be improved.

Indigenous leadership needs to be educated to awareness of available resources for aid, local potential for development, and an expanded role in the process of community participation. The results of this aspect of education should become visable--some have already become noticeable--through a greater political voice and participation and improvement in economic circumstances through a greater utilization of resources both within the community and outside.

VOCATIONAL SKILL TRAINING-$300,000 needed for first year

Some of the objectives that, within the past six months, seem to be promising of accomplishment through the existence of the community centers besides the learning of basic skills, important as they are, may require aid outside the scope of the present project. Other agencies have provided some significant assistance and we expect greater involvement in cooperative undertakings by several state and federal agencies. Skill development through MDTA type programs can do much to provide people with the skills essential to self-sufficiency. The Community Center program is in an ideal position to evaluate skill needs in a community and to identify, for training, the human resources to fulfill the needs. Such skills as electricians, plumbers, nurse aides, as well as many other skills are virtually non-existent and their existence can make a significant contribution to the community life and its people. Many other labor shortages such as butchers, bakers, cooks, cobblers and barbers exist in many communities. The acquisition of skills related to farm machinery main-

tenance, operation and welding are skills which farm workers can acquire and which will lend to stability of work patterns. Vocational training on an extensive statewide basis is unrealistic. Highly selective, apprenticeship-trainee type training is much more feasible and certain. Such a program on a rural foundation could likewise prove effective in the urban scene.

AGRICULTURAL COOPERATIVES-$300,000 needed first year

In many areas of the state farm workers use seasonal employment to supplement the income derived from small family size farms which range from 3 to 20 acres in size. The crops presently grown provide a low yield but crops which could bring greater revenue are difficult to market in small quantities and necessitate a high investment in equipment. The establishment of agricultural marketing and equipment cooperatives can make possible the improvement of agricultural practices to the end that the small family size farm provides an improved income. Programs are presently available, to some extent, to finance such enterprises; however, the local people must be made aware of and must be provided organizational assistance to take advantage of these resources. There are serious needs in the development of community facilites such as water and sewerage systems. While direct financing of projects such as these would not always be provided, through the Community Centers and their educational and leadership development program we expect to stimulate development along these lines. Substantial funds for development are needed if such benefits are to materialize.

DEVELOPMENT OF BUSINESS ENTERPRISES-$750,000 needed next year

In the process of working with farm workers and of evaluating economic potential some possibilities have come to our attention and merit identification. In some sections of the state a sizeable number of people possess skills in woodworking as well as other handcrafts. At the same time a sizeable demand for handcrafted doors and furniture seems to exist throughout the southwest but a dependable and accessible supply has not developed. Utilization of skills through commercial development such as these merit attention in terms of bringing economic benefits to the people.

Northern New Mexico, the home base where sizeable pockets of seasonal farm workers live is fast developing as a major recreational area both in Winter and Summer. The ownership of small plots of land can be turned into assets for the improvement of the economically deprived. Such small businesses as overnight facilities, fishing ponds, camping facilities can be developed

by the people to supplement and improve income derived from farming activities. Now is the time to initiate the development of local resources for the benefit of farm workers in these areas or prosperity will spring up around them and these people will be left in the same condition as they presently are.

LEGAL SERVICE NEEDS-$50,000 first year

Although our educational program includes learning experiences in consumer and citizenship education, the farm worker often finds himself in situations in which only professional legal aid is the solution. Unfortunately, the services of lawyers are seldom within the financial means of the farm worker and consequently he capitulates to circumstances and the imposition of legal injustices. It is visualized that in the context of providing an educational program legal resources can be mobilized to bring these people under the protection of the law rather than under the injustices which can be inflicted in its name. In fact, an organized legal aid program is essential and must be funded with adequate additional funds.

AN EXPERIMENT IN ECONOMIC AND SOCIAL DEVELOPMENT-$500,000 needed for an experimental project

In several regions of New Mexico, especially in the north, there are several constellations of communities which in effect have characterized a single functional community. Socially, culturally, economically, ecologically and geographically these complexes of communities have common endowment within each group. These communities, while richly endowed with natural resources and scenic beauty, have in common some of the most serious problems of economic and educational deprivation. The mighty Rio Grande River plus the Pecos and Canadian Rivers are beneficiaries of the watersheds of the area. Valuable water and top soil from this area drain to the Gulf of Mexico and California. A large proportion of timber resources in the state are contained in the northern mountains of New Mexico. In the words of one who has studied the area intensively, Peter Van Dresser:-"A vast and challenging field for improvement in land, water, vegatation, wildlife and recreational management is thus latent within the region, capable of absorbing the energies and skills of a large resident population, to the benefit of both the national economy and the local communities."

The people of the rural villages of New Mexico, many of whom supplement or derive major sustenance from seasonal farm work, have lived and retained the traditions of a unique culture in the United States. The problems and strength of these people have been studied but

little understood by most of those whose intent has been to provide economic assistance and development. Previous attempts at development have been largely piecemeal and segmented. Resource people have remained insensitive to the potential of attempting a comprehensive program which combines education, technological innovation and concerted and coordinated action by various governmental and private agencies. It is the vision of HELP that, at least one of these complexes of closely knit villages, a pilot program of development could be developed which will diversify and expand the economic potential within these integrated communities without destroying the endowments of natural and cultural characteristics which capitalize and reinforce existing social structures.

If such a program were implemented and proved successful, the experience gained could very well be applied to other regional communities in the state and nation. The area and population (5,000 to 1,500) of these village complexes is reasonably small and homogeneous so that a significant impact can be detected with a maximum of ease.

Pursuing the course of the past six months, the HELP project and its staff feel certain that much has been accomplished and more will be. The segmented, uncoordinated efforts of many agencies and organizations will result in a great deal of duplication of effort without achieving maximum benefits. But, stepping out into even more imaginative approaches seems to hold even greater promise of providing the kind of self-development which results in a growth that can virtually lift the people out of the morass of poverty into a life of self-sufficiency and dignity.

The type of aid required includes technical assistance, loans for small business, some outside grants, and the vision and patience to carry out the research and development necessary to successful attainment.

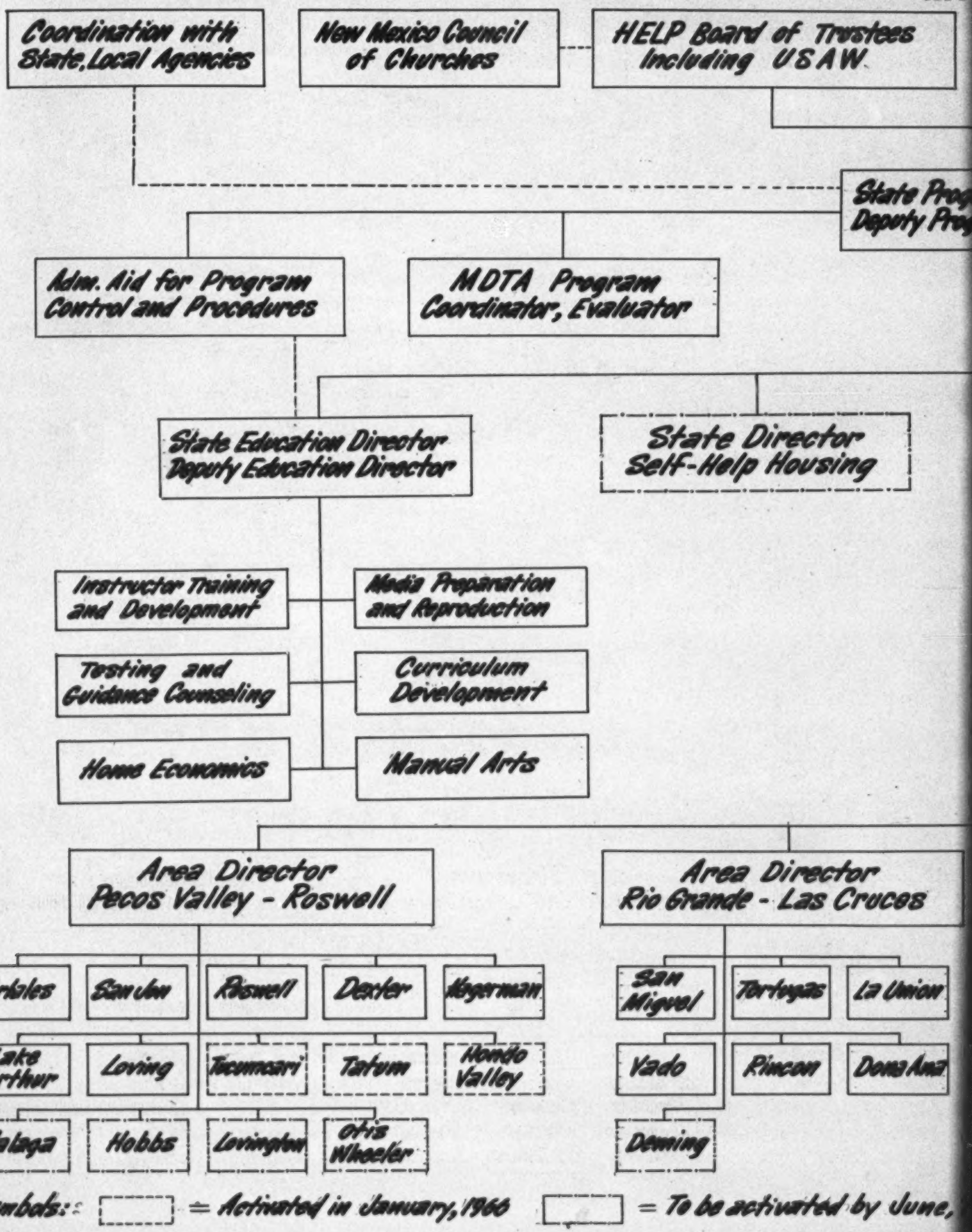
The kind of financial assistance required in the program envisioned above would require relatively little but the benefits would bring forth a wealth of dividends for generations.

Approved — Hall Campbell, State Program Director; Dan C. Westfall, State Education Director

Home Education Liv

120 Vassar, Southe

APP

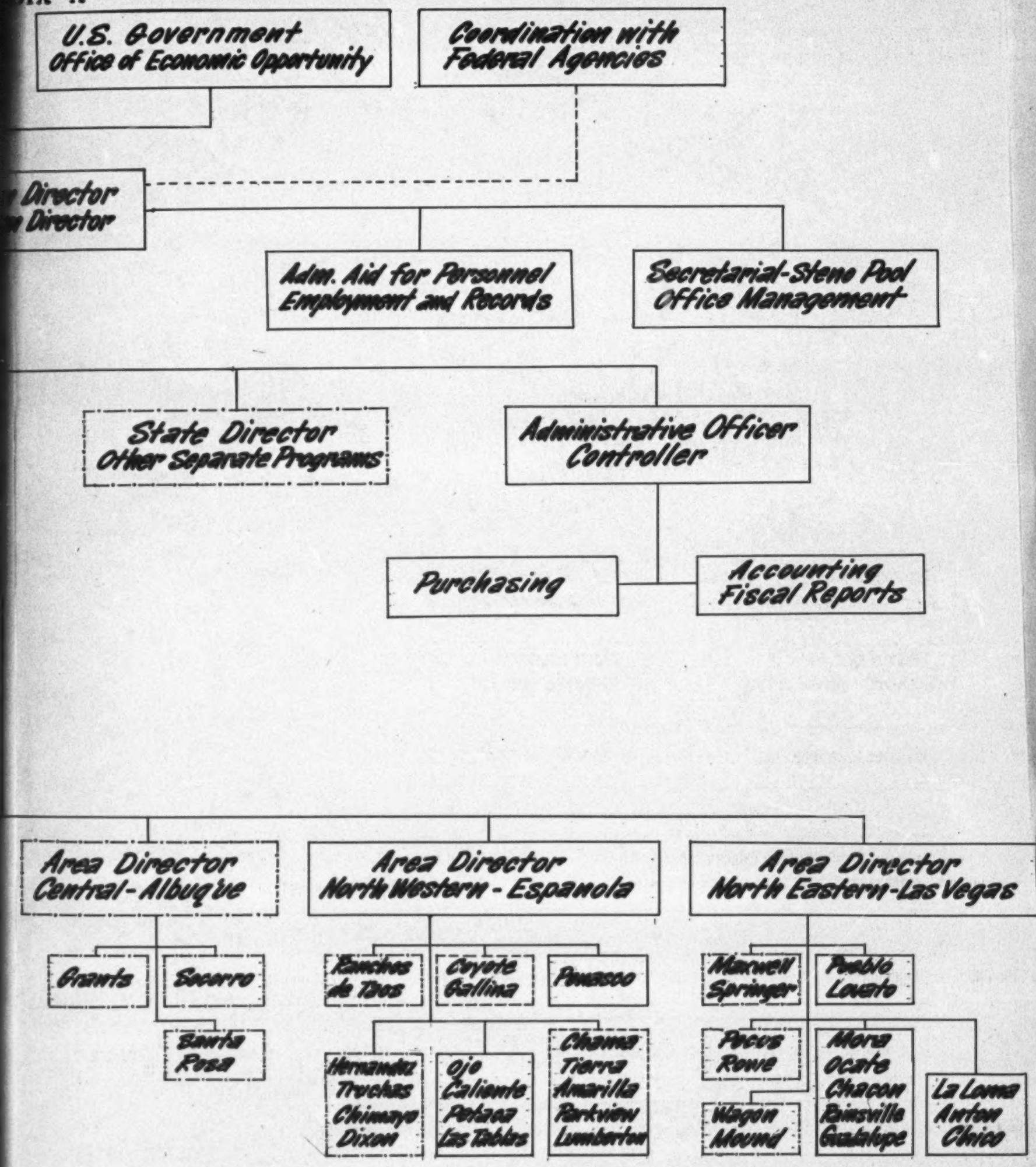


lihood Program, Inc.

, Albuquerque, N.M.

Organization Chart
January 3, 1966

DIX A



EXISTING AND PROPOSED
Community Centers
in
New Mexico

E. Existing Operation
P. Proposed Operation
S. Additional Study and/or committee formation required for determination
C. Class without active center

	Building		Potential population to be served	Child care	Pre-First Grade	Remedial Gradework	Youth Involvement	Sewing	Cooking	Citizenship	Academic 3 R's	Woodworking	Auto Mechanics	Welding
	Rented	Furnished by community												
ESTABLISHED IN 1965														
1. Dona Ana	E		500	S	S	E	P	P	P	P	E	P	S	P
2. Tortugas		P	100	S	C	C	S	C	C	P	E	S	S	S
3. San Miguel		E	1000	P	P	P	P	P	S	P	E	S	S	S
4.a Vado		E	450 1200*	E	E	E	S	E	E	P	E	E	P	S
b La Mesa		E	1000	S	S	P	P	P	P	P	E	S	P	S
5. La Union		E	1000	E	E	E	P	E	P	P	E	S	P	S
6. Dexter	E		1000	E	E	E	E	E	P	P	E	P	P	P
7. Hagerman	E		1000	E	S	P	P	E	E	P	E	E	P	P
8. Lake Arthur	E		800	E	P	E	E	E	E	E	E	P	S	P
9. Loving	E		800	E	S	S	E	E	E	P	E	S	S	S
10. Rincon	E		1000*	S	S	S	P	P	P	P	P	P	P	P
11. Portales	E		1000*	E		S	P	E	P	P	E	S	S	S
12. San Jon		E	700*			E	E	P	P	S		P		
13.a Pueblo		E	200			P	P	P	P	P	P	S	P	S
b Lovato		E	50				P	P	P	P	P	S	S	S
14.a Mora		E	600			P	E	P	P	P	P	E	P	S
b Guadalupita		P	300			P	P	P	P	P	P	S	S	S
c Chacon		E	300			P	P	P	P	P	P	S	S	S
d Rainesville		P	150			P	P	P	P	P	P	S	S	S
e Ocate		P	100			P	P	P	P	P	P	S	S	S
15. Penasco		E	700	S			E	E	P	P	P	E	P	P
16.a Petaca		E	50				P	P	P	P	P	S	P	P
b Las Tablas		E	20			E	E	S	S	P	P	S	S	S
c Ojo Caliente		P	300				P	P	P	P	P	P	P	P
d Vallecitos		P	150				P	P	P	S	S	S	P	S
17. Roswell	E		500	E		E	E	E		E	E	P	P	P
Centers to be Established During January 1966														
18.a La Loma		E	100	←	—	—	—	S	—	—	—	—	—	→
b Anton Chico		E	50	←	—	—	—	S	—	—	—	—	—	→
19.a Hernandez		S	300	←	—	—	—	S	—	—	—	—	—	→
b Truchas		S	150	←	—	—	—	S	—	—	—	—	—	→
c Chimayo		S	100	←	—	—	—	S	—	—	—	—	—	→

*Raymondsville In-Migrants 3 months only at Vado-Navajo
Migrants 2 months only San Jon and Portales

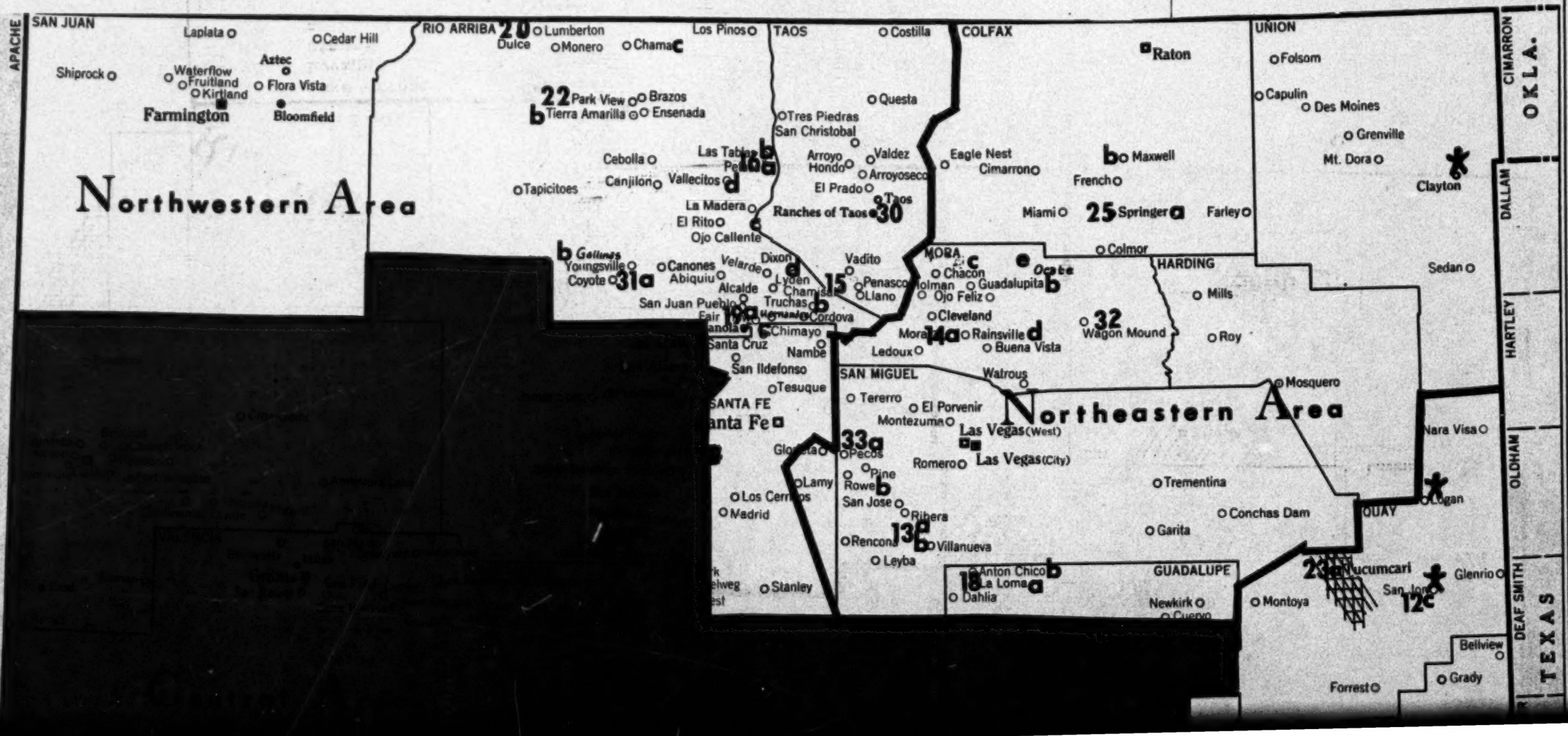
Centers in 1966 (Cont.)

	Building: Rented	Building: Furnished by Community	Potential population to be served	Child Care	Pre-First Grade	Remedial Gradework	Youth Involvement	Sewing	Cooking	Citizenship	Academic 3 R's	Woodworking	Auto Mechanics	Welding
19.d Dixon		S	100	←				S →						→
20. Lumberton		E	75				E	P			P			
21. Hondo Valley		S	1000	P			P	P	P		P	P	P	P
22.a Parkview		S	300	←				S →						→
b Tierra Amarilla		S	300	←				S →						→
c Chama		S	200	←				S →						→
23. Tucumcari		E	500	P			S	P	P		S		S	
24. Tatum		E	500				S	S	S		S	S	S	E
Centers to be Established February 1, to June 30, 1966														
25.a Springer		S	200	←				S →						→
b Maxwell		S	50	←				S →						→
26. Santa Rosa		S	200	←				S →						→
27. Deming		S	200	←				S →						→
28. Malaga		S	300	←				S →						→
29.a Otis		S	100	S		S	P	C	S	P	C	S	S	S
b Wheeler-Joe Bryant		S	100	S		S	P	C	S	P	C	S	S	S
30. Rancho de Taos		S	150	←				S →						→
31.a Coyote		S	75											
b Gallina		S	75											
32. Wagon Mound		S	75											
33.a Pecos		S	100											
b Rowe		S	100											
34. Hobbs		S	1000	←				S →						→
35. Lovington		S	500	←				S →						→

Home Education Livelihood Program

Community Centers

Appendix C



ARIZONA

GREENLEE

COCHISE

GRANT

Mule Creek

Cliff

Virden

Redrock

Tyrone

Whitewater

Juncan

HIDALGO

Lordsburg

Steins

Hachita

Rodeo

SIERRA

Monticello

Cuchillo

Williamsburg

Truth or Consequences

Las Palomas

Hillsboro

Fierro

Pinos Altos

Arenas Valley

Silver City

Turnerville

Santa Rita

Bayard

San Lorenzo

Sherman

Arrey

Derry

Garfield

Lake Valley

Salem

Rincon

Hatch

LUNA

Deming 27

Rio Grande Valley (southwest)

Columbus

DONA ANA

Dona Ana

Organ

Las Cruces

Fairacres

University Park

Mesilla Park

Mesilla

San Miguel

Mesquite

La Mesa

Vado

Berino

Chamberino

Anthony

La Union

EL PASO

El Paso

OTERO

Leyba

Stanley

Anton Chico

La Loma

Dahlia

GUADALUPE

Newkirk

Montoya

Tucumcari 23

San Jon 12C

Glenrio

Bellview

Grady

Forrest

House

CURRY

DEAF SMITH

TEXAS

PARMER

DE BACA

Ft. Sumner

Taiban

Yeso

Melrose

Clovis

Texico

ROOSEVELT

Floyd

Portales 31C

Arch

Rogers

Elida

Dora

BAILEY

LINCOLN

Corona

Ancho

CHAVES

Carrizozo

Nogal

Capitan

Lincoln

Alto

Glencoe

San Patricio

Hollywood

Ruidoso

Ruidoso Downs

Bent

Mescalero

Tularosa

La Luz

High Rolls-Mountain Park

Cloudcroft

Mayhill

Alamogordo

Boles

Sunspot

Weed

Sacramento

Orogrande

Pecos Valley (southeast)

Roswell 17

Orchard Park

Dexter 6C

Hagerman 7C

Lake Arthur 8C

Milnesand

LEA

Crossroads

Caprock

Tatum 24

YOAKUM

COCHRAN

EDDY

Artesia

Hope

Loco Hills

Lakewood

Carlsbad

Otis

Wheeler

Malaga 28

Whites City

Lovington 35

Maljamar

Buckeye

Kimbrough

Air Base City

Hobbs 34

Oil Center

Eunice

Jal

GAINES

ANDREWS

Appendix D

UNDEREMPLOYED SEASONAL AGRICULTURAL WORKER AND MIGRATION PATTERNS IN NEW MEXICO

1. In Migration from Texas

   Las Cruces for onion harvest: (Early crop, June, Late crop, August, Roswell, Artesia, Hobbs, Lovington, often remaining through July)

2. Unemployed Seasonal Agricultural Workers (largely settled out of the migrant stream within the past 10 years):

   Carlsbad: Otis, Loving, and Malaga.
   Las Cruces and south to the Texas state line.
   Artesia
   Roswell and nearby Dexter, Hagerman & Lake Arthur
   Deming, Lordsburg & Silver City
   Portales
   Tucumcari
   Clovis
   Hobbs
   Lovington
   Socorro
   Santa Rosa
   Hondo Valley
   Belen
   Estancia Valley

3. Within State Migrants: From Navajo Reservation and off reservation locations in northwestern and western New Mexico, Gallup, near Farmington, also Ojo Caliente, etc., to broomcorn at Portales, San Jon, Clayton and Logan, New Mexico.

4. Out-migrants from New Mexico, Spanish-American surnamed and Navajo and other Indians: To sugar beet, fruit, potatoes and other crops in Colorado, Kansas, and northern states who return to their home base areas in northern New Mexico after 3-6 months work season. There are considerable out-migrants as sheep-herders to Wyoming and Montana and the Northwest.

HISTORY OF MIGRANT MINISTRY - HELP

HOME EDUCATION LIVELIHOOD PROGRAM (HELP) in New Mexico for underemployed Seasonal Agricultural Workers (USAW) is a non-profit corporation serving as an agency of the New Mexico Council of Churches including the Roman Catholic Archdiocese of Santa Fe and affiliated Catholic Dioceses serving New Mexico. HELP is the fruitful results of more than 10 years of work and service of the United Church Women of New Mexico. When the New Mexico Council of Churches was organized in September 1958 they made the Migrant Ministry a department of the Council and since that date have supplemented the efforts of the United Church Women. The department of Migrant Ministry became the Department of Cooperative Christian Concern in September 1964, in order to serve a wider need than the former Migrant and Bracero programs. This department was joined in late 1964 by representatives of the Roman Catholic Archdiocese of Santa Fe and these two groups sponsored an OEO meeting in Portales in mid-December 1964 and two days later Archbishop Davis announced that the Roman Catholic Archdiocese of Santa Fe was joining the New Mexico Council of Churches, the first such act in the world.

At the State OEO conference on April 24, 1965, Governor Jack Campbell's staff gave the nod to the New Mexico Council of Churches to prepare a III B Grant request for USAW in New Mexico. On April 28th an organizational meeting was held in Santa Fe with State OEO personnel, Mr. Tom Karter, Washington OEO Migrant Branch and interested individuals from Northern New Mexico, the Pecos Valley and from the Rio Grande Valley. This was a working meeting and from the individual proposals developed here, a statewide submission was drafted and carried to Washington on May 19, 1965. After revision and supplementing it was approved by Sargent Shriver on June 30, 1965 and became OEO Grant CAP #8523 totaling $1,360,313.

On June 13, 1965 the Department of Cooperative Christian Concern who was to administer the program met in session in Ruidoso, New Mexico and employed Ilo G. Campbell after he had resigned as chairman of the Department and had been replaced by the Rev. Max Jones of Roswell, New Mexico. He was employed without salary and on July 1, 1965 he was placed on salary and formal organization began. Area program directors at Roswell and Las Cruces were employed on July 12 and immediate steps were taken to start centers at Vado, Loving and Mora. These were quickly followed by centers at Roswell, Dexter, Hagerman and Lake Arthur and still later by centers at Portales, San Jon, Rincon, Penasco, Pueblo, Lovato and Petaca-Las Tablas.

HOME EDUCATION LIVELIHOOD PROGRAM INC.
BOARD OF TRUSTEES

TRUSTEES - INCORPORATORS

Name	Occupation	Church	City
Chairman			
Rev. Max Jones	Pastor	Diciples of Christ	Roswell
James Fiedler	Editor, Santa Fe Register	Catholic	Santa Fe
Mrs. J. Alexander	Housewife	Methodist	Carlsbad
Mrs. G. L. McFarland	Co-owner of a Telephone Company	Methodist	Silver City
Mrs. J. Napoleon	Housewife	Baptist	Albuquerque
Mrs. O. Langston	Housewife	Presb.	Roswell
Lloyd G. Spohr	Sandia Corp.	Lutheran	Albuquerque
Rev. Paul Stevens	Field Representative	Presb.	Santa Fe
Rev. Chas. Washburn	Pastor	Episcopal	Artesia
Mrs. Marcia Byres	Catholic Charities	Catholic	Santa Fe
Lionel Rael	Rancher	Catholic	Albuquerque

Seasonal Underemployed Agricultural Workers on Board of Trustees:

Manuel Vigil, Chacon

Gilbert Ruiz, Malaga

Candido Torres, Hagerman

Pedro Ruiz, Dona Ana

Hobart Boyer, Vado

Emilio Valdez, Petaca

Ex-Officio Members:

Rev. Lee Hobert, President, New Mexico Council of Churches, Las Cruces

Mrs. Jesse Morgan, President, N. M. United Church Women, University Par

Luis Jaramillo, Vice Chancellor, Archdiocese of Santa Fe, Santa Fe

Ruth Kirk, OEO Representative, Gov. Campbell's Office, Santa Fe

HOME EDUCATION LIVELIHOOD PROGRAM
STAFF

Ilo G. Campbell, State Program Director

Alex P. Mercure, Deputy State Program Director

Don C. Westfall, State Education Director

K. V. Akins, Accountant

Aubrey Owen, Area Director, Pecos Valley, Roswell

Larry Hammar, Acting Area Director, Rio Grande Valley, Las Cruces

Harold Martinez, Acting Area Director, Northeastern Area, Las Vegas

Mardoqueo Chacon, Acting Area Director, Northwestern Area, Espanola

Manuel Tafoya, Center Director, Mora

Luis Ortega, Center Director, Ocate, Chacon,
Guadalupita & Rainsville

Gabino Baca, Center Director, Pueblo-Lovato

George Visarrage, Center Director, Penasco

Mrs. Mary Irene Martin, Center Director, Lake Arthur

Ralph Romero, Acting Center Director, Loving

Vivian Utterback, Center Director, Hagerman

Mrs. Toni Valdez, Center Director, Dexter

Mrs. Ann Jackson, Center Director, Roswell

K. E. Livingston, Center Director, Portales

Mrs. Minnie Roberts, Center Director, San Jon

Mrs. Merdest Bradford, Center Director, Vado

Mr. George Allard, Center Director, Rincon

PITFALLS IN PROGRAM DEVELOPMENT

There were times in the initial stages of the program when the availability of buildings often caused us to obtain the structure first and then define the program. Fortunately, this happened only twice when the objective of working through the needs of people were overshadowed by the availability of brick and mortar. Availability of structures should not dictate program.

A related problem has been the thorough study of communities which is a very valuable first step in initiating programs. In some instances this step has not been done so well as in others. Some extremely useful information can be gathered by good analysis related to social political and economic structure of the communities.

Important contributions can be made by indigenous non-professionals in each community. Here, also the utilization of this resource has not always been tapped to its fullest extent.

In the definition of operational objectives there has been a small lag, both administratively and educationally. Operational objectives are essential to providing bases for action and evaluation. The use of students and other community members can prove a valuable asset in this area of program and the process which results is a valuable learning experience for all involved. Attitudes of the local people can be brought into formation of a functional program and the community center begins to assume a clear role in the structure of the community.

ALFRED M. POTTS, 2d